

*California
Commission on Teacher Credentialing*

*Meeting of
December 3-4, 2003*

AGENDA ITEM NUMBER: PREP - 1

COMMITTEE: Preparation Standards

TITLE: A Report on Teacher Development Programs - 2003

_____ **Action**

 X **Information**

_____ **Report**

Strategic Plan Goal(s):

Goal 1: Promote education excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs
- Implement, monitor and report on the outcomes of new program initiatives

Goal 6: Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's school

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators

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A Report on Teacher Development Programs - 2003

Professional Services Division

December 3-4, 2003

Executive Summary

The Commission has administered teacher development programs for a number of years. The following report provides an update on the status of those programs.

Policy Issue to be Considered

How well are the teacher development programs progressing toward achieving the goals of teacher recruitment and teacher retention?

Fiscal Impact Statement

Compiling and drafting this report has been funded from the base budget of the Professional Services Division.

A Report on Teacher Development Programs - 2003

Introduction

Over the past several years, California has been building a teacher quality pipeline for candidates who are pursuing a teaching credential. As the facilitators of that pipeline, the Commission ensures that, though there are various options, the end result is a quality teacher. The quality is maintained by using the California standards for the teaching profession and the K-12 content standards in each program. The components of this pipeline include Commission-administered programs:

- the Paraprofessional Teacher Training Program, the Pre-internship Program, the District and University Internship Programs, and
- the Beginning Teacher Support and Assessment Program (BTSA), which is administered jointly by the California Department of Education and the Commission.

The need for teachers is affected by a number of variables. These include increases in student population growth; implementation of initiatives such as Class Size Reduction; teacher retirements and teachers who leave teaching; and most recently variations in the availability of state funding that have led to reductions in the teaching workforce in some districts.

Over the last six years, the number of students has grown by more than 500,000 and the number of public school teachers has grown by more than 70,000 (Source CDE). According to the State Teachers Retirement System between 2.0 and 3.0% of teachers retire each year. Although the estimates vary, the most credible estimates for the number of teachers who leave teaching prior to retirement is between 4.0 and 6.0% annually. When these two figures are combined with the number of teachers needed to accommodate student growth, up to 10% of the teaching workforce would need to be replaced annually.

Teacher development programs in California are trying to increase the supply of teachers by providing new sources of teachers and retaining those who choose to teach. More than 90% of the state's school districts are involved in at least one of the teacher development programs. Nearly two-thirds of the school districts are involved in at least three programs.

In order to account for funds allocated for the teacher development programs, Commission staff has a four-step process in place. First, after assessing district staffing needs, programs request the number of participants to be served each year. Next, each participant enters a consent form on the computer database maintained by Commission staff. In the third step of the funding accountability process, individual participant consent forms are counted and sorted by program to ensure that no individual is funded for more than one program during a fiscal year. Finally, the total amount of funding for each program is adjusted to match the number of consent forms submitted.

To allow for adjustments, programs are funded for 75% of their projected enrollment in the fall of each funding year. When consent forms are counted, programs that meet their projections receive the remaining 25% of funding. Programs that do not serve as many participants as projected receive an adjusted amount. The Paraprofessional Teacher Training Program, and the Pre-intern and Intern Programs that serve fewer than 75% of their projected number of participants are required to return excess funds to the Commission on Teacher Credentialing. BTSA Programs return excess funds to the Department of Education. Any funds remaining from the yearly allocation are returned to the State General Fund. Using this four-step process along with yearly program budgets and end-of-the year financial reports from each program allows Commission staff to track and account for teacher development funds. Other accountability measures are described in this report in separate sections for each program.

This report provides an update on the status of each of these four programs and each has a separate section organized around five topics:

- 1- the purpose of each program,
- 2- eligibility requirements,
- 3- data collected on participant retention,
- 4- accountability processes in place,
- 5- and the benefits of participation for candidates.

Additionally, an overview of the four teacher development programs is provided in two tables that follow.

TABLE 1
OVERVIEW OF FUNDED PROJECTS 2002-03

	Paraprofessional	Pre-Intern	Intern	BTSA
Authorizing Legislation	AB 352, 353 Statutes of 1997 (Originally Est. 1990)	AB 351 (Scott) Statutes of 1998	AB 1161 (Quackenbush) Statutes of 1993	AB 1266 (Mazzoni) Statutes of 1998
Authorizing Statute	44390-44393	44305-44308	44380-44386	44279.1-44279.7
Number of Years in Operation	8	4	9	10
Number of Projects	42	68	78	145
Number of Participants	2,001	9,871	7,505	21,735
Number of District Partners	107	611	785	949
Number of University Partners	23	33	37	approximately 60
Amount of Funding Per Participant 2001-2003	\$3,000	\$2000	\$2,500	\$ 3,443
Program Goals/Target Participants	<ul style="list-style-type: none"> • Create local career ladders to enable school paraprofessionals to become certificated classroom teachers. • Respond to teacher shortages and improve instructional services to paraprofessionals. • Diversify the teaching profession. 	<ul style="list-style-type: none"> • Meet shortage needs of districts. • Attract non-traditional students. • Provide subject matter preparation. • Provide a transition to a teacher preparation program. 	<ul style="list-style-type: none"> • Meet shortage needs of districts. • Attract non-traditional students, including career changers. • Provide a teacher preparation option that blends theory with practice and offers cohort and professional support. 	<ul style="list-style-type: none"> • Provide a support network for each first and second year credentialed teacher. • Provide a two-year formative assessment process for all new teachers. • To increase the rate of retention of new teachers. • Developing stronger roles for IHE's in new teacher induction • Building a knowledge base on new teacher induction.

Section 1 – The Paraprofessional Teacher Training Program

Purpose

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. In return for financial assistance for tuition, fees, books and other costs received under the program each participant must make a commitment that he or she will complete one school year of classroom instruction in the district or county office of education through which they received the support for each year of support provided.

In addition to improving the instructional services that are provided by school paraprofessionals, the program was created to respond to teacher shortages, to diversify the teaching profession, and to establish innovative models for teacher education. Education Code Section 44392 defines school paraprofessionals who are eligible to participate in the program as the following job classifications:

- educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

Eligibility and Participation

School districts or county offices of education submit proposals to the Commission based on participation criteria prescribed by law. Once approved, the local education agency (LEA) selects paraprofessionals to participate in the program based on a locally designed selection process. To be eligible for the program, paraprofessionals must be currently employed in a school district or county office of education that has been awarded a PTTP grant. While continuing to serve as paraprofessionals in their districts, participants must complete a minimum number of units per year, either baccalaureate or professional preparation coursework, and maintain the grade point average required by the partner college/university. There is no minimum number of units required prior to participation in the program. It is the responsibility of each local administrative team to determine that participants fit, academically, into cohorts of no less than 10, and no more than 30, participants.

Retention Data

One goal of the program is to “home-grow” teachers from the ranks of paraprofessionals who are currently serving in many urban school districts. Prior to acceptance in the program each paraprofessional must sign a commitment to provide one year of instructional service for each year of support received through the program. This service must be completed after the individual receives a preliminary credential and thus insures the employer will have the services of a fully qualified teacher for a number of years.

From January 1995 through June 1999 the program enjoyed a 99% retention rate in teaching. Of the 985 fully credentialed graduates trained through the program, 983 are still employed in

California public schools. The program's retention rate is due, in part, to the fact that participants have ongoing experience in classroom settings. In most instances participants have served in a classroom environment for more than eight years. Therefore, program graduates have an easier transition into serving as the teacher of record than those individuals with little or no classroom experience.

Accountability Processes

The PTTP requires a long-term commitment from each participant, the Commission and the State of California. This multi-year program can take as many as seven years to complete. That commitment includes completion of required coursework, maintaining the required grade point average, completing the required number of units each quarter/semester and providing one year of instructional service for each year of support received through the program. Successful completion of degree and program requirements is monitored each quarter/semester by program administrators and IHE advisors. If a candidate earns a failing grade in any required course he/she must repeat the course at his/her expense. Should an individual enroll in a course that is not included in their academic plan the individual is responsible for the cost of that course. Partner college/university bookstores include lists of participants and books required for each course. This ensures only those books identified for the acceptable courses may be purchased through the program. Should a participant fail to maintain the required grade point average he/she is counseled out of the program and required to reimburse the grant.

Expansion programs receive \$3,000 for each participant. Accountability is accomplished through monitoring of budgets and actual expenditure reports. Programs must also submit an Annual Report that includes information as required in Education Code Section 44393. Each project has been given program guidelines that govern fiscal oversight and accountability.

Program Benefits to Candidates

In addition to the financial benefits which include payment of tuition, fees and books, the PTTP provides benefits such as guidance by program administrators, tutorial support, peer mentoring, and for those who do not speak English as their first language, first language support. PTTP graduates are also given priority consideration for teaching employment opportunities in their district.

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements, which includes subject matter coursework, and entry into a university or district internship program. Sixty-seven percent of program participants identified their household annual income range as being under \$20,000. Taking these factors into consideration participants cannot afford to support their families and pay for coursework required to earn a preliminary credential. The financial support provided through the program allows participants to complete certification requirements without the worry of how they can continue their education while taking care of their families. The PTTP is the first step in the Learning to Teach Continuum and provides a support network that shepherds paraprofessionals through a baccalaureate degree and teacher preparation program. Most of the local education agencies participating in the PTTP offer all four teacher development programs which allows for a seamless transition from Paraprofessional to Pre-intern, Intern and beginning teacher.

Section 2 – The Pre-intern Program

Purpose

In 1997 then-Governor Wilson signed Assembly Bill 351 (Scott, Chapter 934, Statutes of 1997) to establish the Pre-intern Program. The purposes of the program are to provide early, focused, and intensive preparation in the subject matter that Pre-interns are assigned to teach and to provide training in classroom management, pupil discipline, and basic instructional methodologies. The program is designed to facilitate as quickly as possible a candidate's entry into an internship or other teacher preparation program.

The Pre-intern Program provides training in classroom practices, subject matter knowledge, and test preparation to two groups of participants: traditional pre-interns and Accelerated Subject-matter Acquisition Program (A.S.A.P.) participants. Traditional Pre-interns are teachers of record who have not demonstrated subject matter competence and who would otherwise be on an emergency permit. The A.S.A.P. participants are individuals who have received a letter of intent to hire from a local education agency, but will not become teachers of record until they pass the required subject matter examinations.

Both Traditional Pre-interns and A.S.A.P. participants are expected to pass the required subject matter examination and, once the subject matter examination is passed, move to an intern program or a traditional teacher preparation program. In 2002-03, there were 8,843 pre-interns in 660 districts encompassing 54 counties participated in the program. In 2003-04, staff has approved 5,243 pre-interns and A.S.A.P. participants in 651 districts in 54 counties.

Eligibility and Participation

To be eligible for either the traditional Pre-intern option or the A.S.A.P. option, participants must verify completion of at least a baccalaureate degree, a passing score on CBEST, and completion of 40 semester units in specified general education subjects for multiple subject authorization or 18 semester units in specified single-subject areas for single subject authorization.

Under the new A.S.A.P. option effective July 1, 2003, participants must be screened as potential hires and must receive notification from a district that there is an intent to hire upon passage of the required CSET examination if there is no credentialed teacher or intern available for the position. Participants in this category are placed in an intensive subject matter preparation program prior to taking the required CSET examination. Both options are designed to increase the supply of teachers who are subject matter competent in compliance with the federal No Child Left Behind Act (NCLB).

Like the Paraprofessional Teacher Training Program, the Pre-intern Program is helping diversify the teaching workforce. Table 3 below shows the ethnic diversity within the Pre-intern Program.

Table 3
Ethnic Distribution of Pre-interns, 2002-03

Ethnicity	Percentage
African American or Black	15.9%
Asian American/Asian/Indian (e.g. Chinese, Japanese)	3.5%
Latino, Latin American, Puerto Rican, Mexican American, Chicano or other Hispanic	24.2%
SE Asian American/SE Asian (e.g. Cambodian, Hmong)	0.5%
Pacific Islander, Filipino	2.2%
Caucasian (non-Hispanic)	31.1%
Native American/Alaskan Native	0.6%
Other (no response or response not listed on the survey)	21.9%

Of the respondents who identified their ethnicity, 60.1% were from ethnic groups underrepresented in the teaching profession, compared with 25% of credentialed teachers statewide (CBEDS, CDE, 2000-01.) Also note that the high percentage of Hispanic teachers indicates a closer match ethnically with students and pre-intern teachers than the general teacher work force. The “Other “ category on the table includes those who did not respond to the question and those who responded with an answer not offered on the survey, such as Armenian.

In 2002-03, the gender breakdown of program participants was an average of 59.9% female, 40.1% male, a significant increase in males participating in this program. The addition of single subjects, which traditionally include a higher percentage of males, may be responsible for this increase. While most pre-interns are female, the percentage of males is now significantly higher than the general teacher population, which The California Department of Education reports at 28.4% (2000-01 CBEDS).

Table 4
Pre-intern Age Distribution, 2002-03

Age Range	Percentage
56 and over	3.9%
41-55	20.2%
31-40	31.7%
25-30	36.5%
19-24	3.9%

In 2002-03, 75.9% of pre-interns were 40 years of age or younger, with 24.1% of pre-interns over 40 years of age. This reflects once again the diversity of this teaching population and the maturity and experience that older pre-interns bring to the profession.

Retention Data

A primary focus of the Pre-intern Program is to retain individuals who might otherwise leave the profession by providing them with an organized system of support and instruction. In the first five years of the program, almost 90% of all pre-interns were retained for a second year in the district in which they were teaching. In comparison, only 65% of all teachers on Emergency Permits were retained for a second year in the district in which they were teaching.

Accountability Processes

Individual candidate accountability is accomplished through monitoring test taking frequency and individual passing scores on the required subject matter examinations. In order to renew the Pre-intern Certificate for a second year, pre-interns must provide evidence that they have taken the appropriate examinations.

Program accountability is accomplished through monitoring the budgets, retention rates and passing rates of each program. Program guidelines that describe desirable practices have been drafted and serve as examples for programs to follow. Directors' surveys and surveys of pre-interns serve as a check on program quality. In order to be funded in 2003-04, all programs were required to submit a proposal in response to a Competitive Grant Process. For funding and accountability purposes the consent form process, the Pre-intern Survey, and the Directors' Survey have been completed on-line for the last two years.

Program Benefits to Candidates

Many pre-interns report that they would have left teaching without the support they received from the Pre-intern Program. They cite feelings of pride as they increase their knowledge of the subject they are teaching and pass their subject matter exams. Every Pre-intern is assigned an experienced teacher who gives feedback on the Pre-intern's classroom performance and assists the Pre-intern in applying the California Standards for the Teaching Profession and the K-12 Academic Content Standards in the classroom. Pre-interns also receive training in teaching diverse student populations.

The main benefit of the Pre-intern Program is that participants are able to complete subject matter requirements through study sessions that provide materials and training aligned with content test specifications for the required subject matter examinations. Feedback on a pre-intern's teaching practice is accomplished through classroom observations, visitations to demonstration classrooms, and conferences with trained coaches/support providers. Before

entering a classroom and throughout the school year, pre-interns receive initial teacher training that is aligned with the California Standards for the Teaching Profession (CSTP). In contrast, the annual six-unit requirement in an approved university credential program for renewal of an Emergency Permit may not be aligned with the CSTP.

Assistance in making a transition into an Intern program or a teacher preparation program is another main benefit of the Pre-intern Program. Each program is encouraged to establish strong collaboration with credential preparation programs so that the pre-intern will be welcomed into the next phase of teacher preparation after passing subject matter exams. In 2002-03, 29% of all Interns had completed a Pre-intern Program.

Districts report that they have used the Pre-intern Program to move into compliance with NCLB. Former pre-interns who have passed subject matter exams are now NCLB compliant and are teaching in California schools. Several districts are close to compliance with NCLB and are using the Pre-intern Program when they are unable to find a teacher who has met subject matter requirements. The continuing shortage of mathematics, science, special education teachers and teachers for hard-to-staff schools results in decisions to hire Pre-interns when an Intern or fully credentialed teacher is not available. The new A.S.A.P. option allows districts to prepare prospective teachers to meet NCLB subject matter requirements before assigning teachers to the classroom. This option was designed to assist districts in their efforts to meet NCLB goals.

An unexpected benefit of the Pre-intern Program is that, by sponsoring such a program, districts have developed capacity to provide test preparation to individuals. This capacity allows districts to provide test preparation outside of the Pre-intern Program to other groups of teachers who need test preparation in order to meet NCLB requirements. Included in this group are credentialed teachers hired after July 1, 2002 who need to pass CSET to meet NCLB requirements.

Section 3 – The Internship Program

Purpose

There are two types of internship programs: university intern and district intern. In 1967, the Teacher Education Internship Act of 1967 was enacted. In 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Senate Bill 813) that authorized districts to develop and implement district internships. The Alternative Teacher Certification Act of 1993 established a local assistance program to provide funding for teaching internships. School districts or colleges and universities could apply for funds to develop new programs or to enhance existing internship programs. Three purposes and goals of the alternative certification program were set forth in the enabling statutes and policies.

The first purpose of internship programs is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and attract those who bring valuable attributes and experiences into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in hard-to-staff schools, teachers in content and credential shortage fields, and those who could not enter a traditional program because of economic, family or other reasons.

The second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, links education theory with classroom practice throughout each intern's preparation, and takes advantage of the experiences that interns bring with them.

The third purpose of internships is to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine what they learn about teaching in the course of their initial preparation. The goal is to invest in these teachers so that they will have the skills to succeed and the commitment to stay in hard-to-staff classrooms.

Eligibility and Participation

A university or district internship is a fully paid position in a public school. The intern serves as teacher of record while simultaneously participating in a teacher preparation program. These programs may be one or two years long, and must meet the same or higher procedural and performance standards as other teacher preparation programs. Internships may be completed in any credential area. Funding is available for internships for Multiple Subject, Single Subject, and Education Specialist credentials.

Entry requirements for internships are the same as those for traditional teacher preparation programs. Interns must verify that they have at least a baccalaureate degree, a passing score on CBEST, subject matter competency, knowledge of the U.S. Constitution either by coursework or exam, and character identification. Candidates must have an offer of employment and be admitted to an internship credential program.

In 2002-03 7,505 interns participated in 79 funded programs. 772 districts were partners in these programs in all 58 counties. More than half of the participants were over 30 years old and one-third were over 40 years old. Seventy-two percent participated in university intern programs with the remainder in district intern programs. Sixty-two percent of the participants taught in multiple subject settings and 22% in single subject settings. There were 1,121 Special Education Interns, which is 15.5% of the total. This is an increase of 25% over last year.

Internships continue to provide an avenue for males to become teachers in elementary schools and in special education. Twenty-five percent of the elementary teaching interns were male. According to CBEDS data this is two and a half times the current male teaching population in elementary schools. Thirty-two percent of the special education teachers were male.

Table 5 shows that Internships continue to bring those underrepresented in the teaching workforce into teaching at higher rates than student teaching based programs. According to CBEDS data interns are twice as diverse as the existing teaching work force. The ethnic distribution of intern programs has remained quite constant over the past six years.

Table 5
Ethnic Distribution of Interns 2002-03
(397 declined to submit - 93 multiple entries)

African American	Asian American/ Asian/ Indian	Caucasian	Latino/ Latin American/ Puerto Rican	Southeast Asian American/ SE Asian
525	359	3806	2050	50
7.3%	5%	52.3%	28.4%	.7%

Pacific Islander/ Filipino	Native American/ Alaskan Native	Other	Total
97	67	255	7209
1.3%	.9%	3.5%	

Retention Data

Most interns are teaching in California's hardest-to-staff schools. The interns tend to stay in these classrooms at far greater rates than persons prepared by other methods. The Internship program has collected retention data since 1996. Table 6 below shows retention data from the past five years. These data are based on tracking of 20,000 interns. Each intern "class" or cohort is tracked by the participating program and partnering districts. Ninety-five percent are still teaching after the first year, 89% after their second year of teaching, 87% after three years, 86% after four years, and 85% after five years. All that complete a one- or two-year program are recommended for a preliminary credential and many in two-year programs have completed the statutory requirements for a professional clear credential.

Table 6
Intern Retention Data by Entry Year
1998-99 Retention Year

Number of interns in First Year	Number of this year's interns still teaching	Number of interns still teaching in district	Number of interns that are teaching elsewhere	Number of interns that have left teaching	Number of interns in unknown status
2573	2184	1880	271	206	216
	84.9%				

1999-2000 Retention Year

Number of interns in First Year	Number of this year's interns still teaching	Number of this year's interns still teaching in district	Number of this year's interns that are teaching elsewhere	Number of this year's interns that have left teaching	Number of this year's interns in unknown status
3199	2769	2467	302	233	197
	86.5%				

2000-01 Retention Year

Number of interns in First Year	Number of this year's interns still teaching	Number of interns still teaching in district	Number of interns that are teaching elsewhere	Number of interns that have left teaching	Number of interns in unknown status
3886	3392	3135	257	247	247
	87.3%				

2001-02 Retention Year

Number of interns in First Year	Number of this year's interns still teaching	Number of interns still teaching in district	Number of interns that are teaching elsewhere	Number of interns that have left teaching	Number of interns in unknown status
5003	4436	4210	226	218	349
	88.7%				

2002-03 Retention Year

Number of interns in First Year	Number of this year's interns still teaching	Number of interns still teaching in district	Number of interns that are teaching elsewhere	Number of interns that have left teaching	Number of interns in unknown status
5349	5068	5007	61	230	51
	94.7%				

Accountability Processes

Because interns are responsible for the achievement of the students in their classroom the context for assessment is more authentic than in a student teaching based program. The success and accountability of the intern can be tied to the success of students in the classroom. Assessment is done over the length of the internship so that remediation and improvement can be applied and monitored. Most of the intern programs are designed so the curriculum can be adjusted and the appropriate remedies can be made.

Most intern programs use extensive procedures that include case studies, student work and other measures as part of the portfolio assessment process. The portfolios are gathered over the full period of the internship (usually two years). Usually each entry requires self-reflection and is connected to student learning in one of several ways. In most cases it is a living document which has formative as well as summative features. Most program directors felt that they had a more complete assessment picture upon which a more valid judgement could be made.

Program accountability is accomplished through annual reports that are filed by each program. The annual reports include demographic data, recruitment source data, and retention rates. Programs submit budgets that provide information on expenditures, and the amount spent on various aspects of the program, such as instruction, support, recruitment and selection, candidate assessment and program administration. The last portion of the annual report is the narrative analysis of the progress of the program. The programs provide a report on their successes, lessons learned and challenges in each of the required program components listed in the enabling statutes (curriculum, instruction, support and assessment). Every year, programs complete a program improvement plan describing the progress within the past year and the changes that they plan to make. Starting in 2001-02, directors were required to provide signed consent forms for each intern served. The consent form process was put on-line in 2002 to provide better accountability for funding purposes.

In addition to the accountability process as a funded program all intern programs participate in the CCTC accreditation process in which peer review teams ascertain whether all procedural and performance standards are met.

Program Benefits to Candidates

Current interns and graduates of internship programs report that internships provide them with an avenue into teaching that is particularly well suited to their needs. The curriculum is adjusted to help them deal with the immediate concerns that they encounter. The support network provides ongoing feedback that encourages them to try new strategies and adjust and correct their instruction as necessary. Interns identify the peer support that they receive as a particular strength of the program.

Internship programs provide an avenue into teaching for individuals who may not be well suited for traditional student-teaching based teacher preparation. For those persons who are more mature and have spent their adult lives in careers that emphasize “learning by doing” the internship model is a good fit with their preferred learning style. Internships provide an economic base for those who can not afford the costs of a traditional teacher preparation program.

Section 4 – The Beginning Teacher Support and Assessment Program

Purpose

The governor and the Legislature established the BTSA Program in the State Budget for 1992-93. The BTSA Program provides an effective transition into the teaching profession. This transition is facilitated by the assignment of a support provider to each beginning teacher. The support provider is charged with providing individualized support and assistance to the beginning teacher as guided by the results of formative assessment of each beginning teacher's practice as measured by the California Standards for the Teaching Profession.

With the adoption of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* beginning teachers may complete an approved induction program to obtain a Professional Multiple or Single Subject Teaching Credential. During the 2002-03 year, there were five submission windows for BTSA Programs to submit to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. All current BTSA programs will transition to an Induction Program by June 2004.

Eligibility and Participation

BTSA Programs are designed to support teachers with a preliminary or professional clear credential during their first two years of employment in a teaching assignment. By working with teachers who have completed credential requirements, BTSA builds on the knowledge, skills and abilities teachers gain in their teacher preparation programs. BTSA provides support and assessment to both general education and education specialist teachers. The program serves both elementary and secondary teachers. In addition, BTSA supported over 1,500 Education Specialist beginning teachers during the 2002-03 school year.

Once a BTSA program becomes a SB 2042 Approved Induction Program, that program is eligible to recommend for a Professional Clear Credential.

Table 7
Ethnic Distribution of BTSA Participants, 2002-03

Ethnicity	Beginning Teachers	Support Providers
African American or Black	3%	3%
Asian American/Asian/Indian (e.g. Chinese, Japanese)	4%	3%
Latino, Latin American, Puerto Rican, Mexican American, Chicano or other Hispanic	15%	9%
SE Asian	1%	.5%

American/SE Asian (e.g. Cambodian, Hmong)		
Pacific Islander, Filipino	3%	1%
Caucasian (non- Hispanic)	63%	76%
Native American/Alaskan Native	1%	1%
Other (no response or response not listed on the survey)	10%	6.5%

Table 8

Where BTSA Participants Received Teacher Preparation, 2002-03

	Beginning Teachers	Support Providers
In California	81%	85%
Outside California	19%	15%

Table 9

California Prepared Teachers, 2002-03

	Beginning Teachers	Support Providers
UC System	7%	9%
CSU System	56%	62%
District Intern Program	3%	2%
Private Institutions	35%	27%

Through the consent form process, each partner institution of higher education and each BTSA Program were provided information on where BTSA participants completed their teacher preparation and the numbers of BTSA participants from nearby institutions of higher education. The IHEs reported that it is important to understand where their graduates begin their teaching careers. The BTSA programs use the information to further the collaboration with the local IHEs.

Although the BTSA program has been in existence for 10 years, most (75%) of the support providers have three or fewer years of experience in BTSA.

Table 10

Teaching Assignments for BTSA Participants, 2002-03

	Beginning Teachers	Support Providers
Multiple Subject	46%	44%
Single Subject	44%	43%

Special Education	6%	7%
Alternative Education	4%	6%

Table 11
Support Provider Experience In BTSA, 2002-03

1 Year	31%
2 Years	24%
3 Years	20%
4 Years	13%
5 Years	6%
6+ Years	6%

Retention Data

An additional focus of the BTSA Program is to retain individuals who might otherwise leave the teaching profession by providing an organized system of support and assessment. BTSA Programs maintain retention data on current and past participants. In an independent evaluation of BTSA, West Ed reported that 93% of the participating teachers are retained through two years of teaching while in BTSA.

Accountability Processes

An Interagency Task Force composed of consultants and administrators from the CCTC and the CDE guides the BTSA Leadership Team. In addition, a statewide leadership team composed of these agency staff plus 12 regional consultants work with Clusters (regional groups) of BTSA Programs. During 2002-03, a new training *Roles and Responsibilities of K-12 School Organizations* was developed. This training helps districts and consortia understand the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*.

Each year all BTSA programs submit a Program Improvement Plan that addresses a minimum of six of the *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs* (adopted by the Commission in 1997). The program analyzes local evaluation data, statewide evaluation data, and the findings from their program review. Programs participate in informal program reviews with one or more BTSA programs on an annual basis. Every four years, all BTSA Programs complete a formal program review. In a formal program review, the BTSA program completes a self-study of the program on all thirteen of the *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*. The program collects evidence for each standard and schedules interviews with all constituent groups.

A four-member team, composed of BTSA leaders from across the state, with a facilitator from the BTSA Leadership team, spends three or four days reviewing the evidence and triangulating the data to reach a decision on each of the thirteen *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*. After the formal program review, the Cluster Leadership Team, composed of a CC, PDC, IC and a consultant from the Interagency Task Force, provide follow-up technical assistance to the BTSA Program to support the program in meeting all BTSA Program standards that were not found to be Fully Met in the review. This technical assistance continues for a minimum of one year or until all BTSA Program Standards are fully met by the program.

This year was the second year that the consent form process was completed on-line to provide better accountability for funding purposes. In addition, the statewide survey was administered on-line and the results, including disaggregated data, were reported back in a timely manner to BTSA Programs.

Program Benefits to Candidates

A beginning teacher participating in the BTSA Program has a dedicated colleague with whom to share concerns, successes, issues and questions in a professional relationship for two years. This support provider is trained in formative assessment, the California Standards for the Teaching Profession, the K-12 Academic Content Standards, and the needs of beginning teachers. Statewide evaluation and local program data confirm that beginning teachers who meet regularly with their support providers believe that those interactions helped the transition into teaching and made them more effective teachers.

Another benefit of the BTSA Program is the support and professional development provided to enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse. Through the implementation of the Individual Induction Plan, each beginning teacher participates in professional development based on his or her developmental needs as assessed through the formative assessment system. The overarching benefit of the BTSA Program is to improve the educational performance of California's students through improved training, information, assessment and support for beginning teachers that increases retention rates.

In 2002-03, the gender breakdown of beginning teacher participants was an average of 77% female, 23% male. For support providers the average was 84% females and 16% males. In addition consent form data is collected on the percentage of support providers that were formerly BTSA beginning teachers. For the 2002-03 year, 12% of the support providers reported they participated in BTSA as a beginning teacher. This is an increase of 2% from the 2001-02 year when 10% reported prior participation in BTSA as a beginning teacher.

Conclusion

Each of the programs that are described in the preceding sections was designed to meet a specific need. Together they form a continuum of teacher development opportunities for teachers. As a group, these programs demonstrate California's effort to increase the number of qualified teachers. These programs share the following goals:

- to create working conditions that provide a support network for teachers in their developing years;
- to support new teachers in working effectively with all students to master the state's K-12 content standards; and
- to improve the retention rate of qualified teachers.

Each of the teacher development programs has received an appropriation to accomplish its goals. Together these programs provide funding to Local Education Agencies to offer teacher development services. These programs provided services to more than 42,000 teachers and prospective teachers in 2002-03.

We have learned from these programs that there are certain elements that are critically important in teacher development. A support system geared to the developmental needs is absolutely necessary. Programs need to be individualized to capitalize on the experiences and qualities that the teachers possess. For example, paraprofessionals bring knowledge of the community and extensive experiences working with students. Pre-interns and Interns bring experiences from other careers that can be applied to the classrooms where they are teachers of record. The BTSA experience provides the opportunity for participants to refine what they have learned in their initial preparation and become reflective practitioners. Each program includes accountability measures for both individual teachers and programs.

The Transition to Teaching Pilot Project that was conducted with Oakland and San Diego School Districts showed the importance of providing for a full range of options for teacher development in order to meet the goal of a qualified teacher in every classroom. Three things have become evident from the pilot project:

- First, there must be a wide range of viable options available if the district is to reduce the use of emergency permits.
- Second, school personnel at every level, school board, district administration, and site administration, must agree that teacher qualifications do make a difference in the quality of student instruction, and must commit to policies that will result in placement of certified teachers in every class.
- Finally, to accomplish this there will need to be concerted efforts by all district divisions that are involved in teacher development to ensure that there is a structure to provide identification, advice, support and focused preparation for novice teachers at the appropriate level of development.

Teacher development programs provide a continuum of opportunities for teachers to learn and grow. Together they form an integrated, sequenced system that is aligned with the K-12 content standards and the standards developed through the SB 2042 process.

